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ABSTRACT

The history of adult education in the United States and the participation of Asian/Pacific Americans in adult and vocational education are reviewed in this paper. The development of such programs during the past two centuries is briefly described. Numbers of participating adult learners and some demographic characteristics of these learners are discussed as are characteristics of the non profit agencies and proprietary schools which sponsor adult, vocational and continuing education programs. It is emphasized that opportunities for Asian/Pacific Americans in adult education, both as students and as teachers and administrators, should be expanded in order to make it more responsive to minorities. Increased unity among Asian and Pacific Americans and an augmented role for the National Association of Asian American and Pacific Education (NAAAPE) in adult education are recommended. Appended to the paper are bibliographies on adult and continuing education and information on courses offered in the field, State accrediting agencies, resource personnel (both Asian/Pacific American and other), Federal agencies with responsibilities in adult education, and numbers of Asian/Pacific Americans in adult and vocational programs (by State) and language of instruction in these programs. Also attached are descriptions of four training grants for Asian/Pacific American vocational programs. (GC)

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ADULT/VOCATIONAL EDUCATION AND THE ASIAN/PACIFIC AMERICANS

A paper presented at the

SECOND NAAAPE ANNUAL CONFERENCE
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by

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I. Introduction *

In 1966 the Adult Education Act authorized grants to states for programs to help adults continue their education at least through high school and obtain training for jobs. The problem is that there are as many definitions of adult/continuing education as there are institutions. An adult learner is:

a. a person over age 17 who is enrolled full-time or part-time in an adult education program leading to a high school diploma;

b. a person whose education may have been interrupted for some reason and who returns to college in order to get a degree; 15% of the people between the ages of 17 and 34 fall into categories a & b;

c. an older person whose first opportunity to go to college occurs later in life; about 13% of these persons are between the ages of 35 and 54, and 4.5% are over 55 years of age;

d. a professional person who wishes refresher courses or who needs a necessary certification;

e. a "professional" who has not officially earned a college degree, i.e. non-degreed registered nurse, who wishes to get one;

f. a person who wants to pursue personal or professional enrichment in a continuing education program;

g. a person who wants to learn a new skill in a secondary or postsecondary institution.

Since the definition of adult/continuing education is so comprehensive, I will limit the use of this term in this paper to a non-credit academic endeavor by adults in a high school or college setting. I will look at the history of such education and its projection for the future. I will compare its execution in two settings, the college and the proprietary school. The place of the Asian/Pacific Americans (APA) in adult education will then be reviewed. My conclusion includes a summary of the problems, needs and recommendations regarding adult education and the Asian/Pacific Americans.

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*I would like to thank the University of Miami School of Education, Desegration Assistance Center for National Origin for making possible this trip to Washington, D.C. to present this paper.

II. Historical Background

1. Colonial Period

Adult education began with the early settlers of this country who had to learn the hard way, through trial and error, how to survive the rigors of the "new world." Overall, it was generally wanting in organization and was mostly vocational in nature. Apprenticeship was the vehicle through which vocational knowledge was enhanced.

The church, as was the case during the dark ages, was the institutional medium for learning. The church in New England was the converging ground for lectures on a wide variety of topics that was of value to both clergy and laypeople. At this time, the United States was predominantly rural, composed of farmers, shopkeepers and craftsmen who were helped by a small number of "professionals" who were doctors, bankers and lawyers. The skill and knowledge needed for the majority of available jobs was not learned from the classroom but through "watching, imitating and doing." Blacksmiths, farmers and printers acquired "applied knowledge" and the manual skills of their occupations through apprenticeship or within the confines of the family.

George Washington encouraged adult education when he arranged for his convalescing troops at Valley Forge to receive literacy training. But Ben Franklin is considered the "patron saint" of adult education. He is credited for the creation of the Junto in 1727, a discussion club which met on Friday nights to discuss various topics, from morality to politics. This aroused in the participants and in Americans of later generations the desire for self-growth through a positive attitude toward continuing education.

The newspaper contributed much in facilitating this goal of education. The same can be said of the "playhouse" which provided ideas of interest to

the community. This gives us a glimpse of the unorthodox structure of education which is not strictly confined within the walls of a classroom.

2. Quest for New Knowledge, 1820-1865

In general, 18th and 19th-century education at all levels comprised a very small fragmented enterprise which had little bearing on society. It had very little to do with the practical matters associated with a vocation. The move from an agrarian to an industrial economy brought some drastic changes. Apprenticeship and vocational training handed down along family lines became obsolete and made room for "formal schooling and vocationally oriented programs" which would attend to the realities of the job market. The "lyceum" of New England in 1820's was the forerunner of Cornell, Peabody and other institutes as well as the Chautauqua Movement which contributed to the growth of adult education in this country.

The greatest change occurred in 1862 when the first Morrill Act (12 Stat. 503) was passed establishing land-grant colleges throughout the Midwest, the South and the frontier territories. It was one of the earliest manpower programs which was concerned specifically with the shortage of trained people in the "agricultural and mechanical arts." Hence, Texas A & M and other similar schools. Unfortunately many of them do not remember the A & M in their origins, like Cornell and Rutgers.

3. General Expansion and Experimentation, 1875-1915

The greatest thing that happened to adult education was the founding of the Chautauqua institution. It was originally intended for secondary school teachers as a summer academic program, but the concept was popular with many people of different professions interested in a broader knowledge structure. From this resulted a "series of summer schools in language, liberal arts, speech,

music, library training and other disciplines." In 1890, the second Morrill Act (26 Stat. 417) provided federal funds for instruction in the land-grant institutions.

The success of Chautauqua brought another innovative idea in this field--correspondence courses, a creation of Dr. William R. Harper, President of the University of Chicago, who established a correspondence division in the extension department of the institution. The idea was so popular that it spread like wildfire to other institutions of higher education as well as to a number of junior colleges, high schools and commercial institutions.

As the United States availed itself of modern technology in agriculture, local and agricultural societies started to wane in favor of state-sponsored farmers' institutes. Its development was responsible for influencing the character of agricultural education and culminated later in the Cooperative Extension Service with the passage of the Smith-Lever Act in 1914. The act provided annually $10,000 in federal funds for each state, with additional amounts added in proportion to the size of its rural population. After World War I, the Cooperative Extension Service was considered an essential part of our national education system.

4. Development of Evening Schools, 1917-1920

Strictly speaking, the evening schools started in the 19th century when the Department of Education was created in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country." At first, evening schools attracted older

youths and adults who had to work during the day. However, by the turn of the century, it had become an integral part of American education.

By the end of World War I it had virtual State support which emerged in four stages: 1) local school districts were given authority to conduct adult classes; 2) mandatory requirements were initiated, e.g. teacher certification and compulsory courses, such as Civics; 3) financial aid was given to encourage participation; 4) there was a proliferation of statewide services to local school systems through the state departments of education.

The passage of the Smith-Lever Act (P.L. 64-347) in 1917 added vocational education to the curriculum. It provided federal funds, to be matched by State funds, "to promote the teaching of courses in agriculture, home economics, trades, industries, and commerce." The appearance of junior colleges at this time provided another institutional base for adult education. The Vocational Rehabilitation Act of 1918 provided grants for job training for World War I veterans. The Smith-Bankhead Act of 1920 authorized grants to states for vocational-rehabilitation programs.

5. Adult Education Today, 1921 to the Present

The earlier period (1920's) was characterized by population growth of over one-third, especially in the cities. Life expectancy and education also rose. The dislocation of World War I was followed by a decade of surprising opulence and another decade of economic disaster, the Great Depression, which ended in World War II.

Educational opportunity for adults gained its greatest impetus after World War II. The Depression prevented hundreds of thousands from going to school. The Servicemen's Readjustment Act (P.L. 78-346), also called GI Bill, enabled them to pursue higher education, and many of these students satisfied high school graduation requirements by testing through the General Development Program. The

George-Barder Act (P.L. 79-586) of 1946, also called the Vocational Education Act, expanded federal support for vocational education.

The links between education and employment were clear and unproblematic in the 1960's when both the economy and the educational system were expanding worldwide. The Area Development Act of 1961 (P.L. 87-27) provided assistance to state vocational education agencies. The Manpower Development and Training Act of 1962 (P.L. 88-210) increased federal support for residential vocational schools, work-study programs, and research and training in vocational education. The Economic Opportunity Act of 1964 (P.L. 88-452) authorized grants for unemployed youths and a number of other educational and training programs.

In 1965 the National Vocational Student Loan Insurance Act (P.L. 89-287) encouraged state and non-profit private institutions to establish loan insurance programs to assist students. In 1966, the Adult Education Act (P.L. 89-750) authorized grants to states for programs to help adults continue their education at least through high school and obtain training jobs. The Vocational Education Amendment Act of 1968 (P.L. 90-576) provided federal grants to states of all ages and all educational levels.

In the early 1960's the Opportunities Industrialization Center (OIC) program was started in Philadelphia by Rev. Leon Sullivan to provide basic educational and job skills to the "so-called hard core unemployables." It is now operating in 140 cities in the United States with an annual budget of $65 million.

During the 1970's there developed an increasing mismatch between workers' educational qualifications and their employment prospects. One program that sought to correct the waste was the Comprehensive Employment and Training Act of 1973 (P.L. 93-203) which established a system of federal, state and local programs to train economically disadvantaged and unemployed persons and provide

job opportunities.

In February, 1980 the Senate Education Subcommittee considered an ambitious proposal to revamp continuing education programs under Title I of the Higher Education Act. It also set up a commission to study the future of higher education and its role in solving national economic and social problems. The measure which was introduced by Senators Harrison A. Williams of New Jersey and Jacob R. Javits of New York established a new formula for allocating federal funds to states for continuing education programs and planning.

Under the proposal, a "Commission on National Development in Postsecondary Education" would be set up to provide a working relationship among institutions of higher education, business and government to promote basic and applied research at colleges and universities. It would be authorized to spend $3 million a year from 1981 through 1983. It would also authorize up to $50 million in 1981 for state planning and continuing education programs. That spending ceiling gradually would be increased to $125 million by 1985.

This proposal is supported by current research that one of society's great needs is for TRANSLATORS--people who can serve as liaisons between business or industry and the intellectual or academics. Unless this is accomplished, the encouragement of intellectuals to go into the workplace to find out what is really happening will not be there, nor will workers be able to speak to academe about their own educational needs. Federal projections show a prospective surplus of some one million college graduates in relation to human needs. The Joint Economic Committee Labor Study released in 1978 predicted that this glut of graduates meant "relatively few opportunities for new graduates through the year 2000." Academic institutions should make a vigorous effort to meet the challenge of adult renewal.

6. Proposed 1980 Budget

The Carter Administration expects to cut off $20 billion from this year's

budget to curb inflation which is currently running at 17% annually. Experience has shown us that federal cutbacks of this nature always affect human services which benefit the poor and minorities. Whatever the wisdom of this decision to balance the budget, this is what the budget looks like in terms of federal allocation of dollars:

	Actual Fiscal 1979	Fiscal 1980 Estimated	Fiscal 1980 Supplemented	Fiscal 1981 Requested
Vocational Education	681,614,000	784,041,000	0	784,041,000
Adult Education	100,000,000	105,000,000	0	122,000,000

III. Adult Education Today

Education is the process of teaching people how to think and allowing them to come to their own conclusions. Presumably this is the fundamental task of the college and university program. In terms of need and numbers the future of adult education seems assured:

a. 65 million Americans lack basic competency skills;

b. 15 million Americans lack college degrees;

c. 12 million professionals take part in regular in-service education;

Between 1977-1987, the projection in population growth of different age levels is as follows:

a. young adults (20-34) - from 53.2 million to 60.2 million (up 13%);

b. young middle age (35-49) - from 35.0 million to 45.7 million (up 31%);

c. older middle age (50-64) - from 32.2 million to 32.0 million (down 1%);

d. elderly (53 and older) - from 23.3 million to 27.6 million (up 19%).

A new pilot study of American adults in transition, funded by the Exxon Foundation, reveals just where the immediate potential for continuing education seem to lie, such as:

a. Adults with high incomes ($25,000 a year or more) are more likely to

learn;

b. Employed adults are far more likely to engage in learning than unemployed adults;

c. Adults employed in business and professional fields are more likely to engage in learning than those employed in agriculture, mining, construction and transportation;

d. Adult learners are slightly more likely to live in urbanized areas;

e. Blacks supply considerably less than their proportionate share of learners; Hispanics supply their shares; whites supply a bit more than their share;

f. Participation in learning drops sharply among adults who have five or more children;

g. Adults in the Pacific Coast States are more likely to engage in learning than those in any other region, while adults in the South Atlantic States are less likely than in any other region.

Recent research shows that millions of adults in this country engage every year in specific tasks in order to acquire new skills, knowledge and behavior. Existing adult education activities, i.e. adult basic education, functional literacy programs, college and university non-credit and extension courses will continue to grow and flourish. Some adult learners in the 1980's will be taking a gamble on education as the path to social and economic mobility. They will be members of minority groups newly identified as targets for "catch-up" programs, or people preparing for a variety of life-style changes.

1. Adult Basic Education

The Adult Basic Education program was inaugurated by H.E.W. in 1964 and designed to reach 59 million adults 16 years and older who are out of school and have not completed high school. It began with an enrollment of 38,000 in 1965 and reached only an estimated 1,700,000 in 1976. Programs run by voluntary agencies serve about 1/10 of 1% of this "target population."

2. Lifelong Education

During the 1970's higher education saw an increase in the number of adults

taking credit and non-credit courses. In 1975 about 3.7 million adults took part in college credit courses as compared to 1.7 million in 1970. This number represented about one-third of total college enrollment. However, this year that number is expected to go up to 40%. Furthermore, according to the National Center for Educational Statistics, in 1975 some 17 million people 25 years and older participated in continuing education activities. Today this market is valued at $30 billion. General interest courses (non-credit) are the offerings in greatest demand. Professional development (non-credit) comes next, with undergraduate degree programs ranking third. Business related offerings seem to be the most popular of credit and non-credit programs.

3. Cooperative Education

Presently, some 220,000 students participate each year in Cooperative Education programs that combine classroom study and off-campus experience. The advantages of cooperative education to students are numerous: 1) Adding work to the study program develops confidence, motivation, responsibility and skill in human relations; 2) It provides an opportunity to realistically test career objectives; 3) By graduation the students have more than a year of practical experience; 4) It provides useful employment contacts; 5) The student earns part of the cost of his/her education. As Sophocles said: "One must learn by doing the thing; for though you think you know it, you have no certainty until you try it."

4. Vocational-Technical Education

Vocational education engages in the training of individuals. Training is the process of teaching a person to perform a job with minimum attention to whys and wherefores. In the area of vocational education, there are three major contributors to the education of adults: 1) Big corporations, such AT & T and IBM. AT & T spends more money on both training and education than most universities--

some $700 million annually. 2) Trade Union and its subsidiary units. There is already a number of schemes for funding ongoing worker education: voucher plans, paid educational leaves, and counter-cyclical use of unemployment insurance to support education and training. 3) Public institutions, including high schools, community colleges and universities.

IV. Where Adults Go To Learn

There are two major places an adult learner can go to for the type of education we are discussing: non-profit agencies and proprietary schools.

1. Non-Profit Agencies

Colleges and universities, as well as churches, businesses, government agencies, community organizations and associations, whether in a small town or a metropolitan area, have valuable practical offerings in adult/continuing education which are often the result of proper needs assessment. Offerings vary from one part of the country to the other as needs are different.

Many states have a list of adult/vocational offerings. For example, Louisiana has a two-volume catalogue listing thousands of offerings, ranging from aerobics to yoga, found in the colleges and universities as well as 560 other "agencies," civil and religious. This list includes description of the course, location, time, cost, and number of contact hours. A sample of this offering reads as follows:

Title:	LEADERSHIP STYLE AND INTERPERSONAL RELATIONS
Subjects:	Identify personal leadership style, recognize other leadership style, combine one's traits with those of others for success, among others.
Sponsor:	Social Science Department Our Lady of Holy Cross College
Date:	October 19, 1978 Contact Hours: 7
Enrollment:	Limited to 30 (average number - 32 participants)

Funding/Amount:	Student fees - $75
Audience:	Business, industry, government, health care and education
Prerequisite:	None
Location:	Fountain Bay Club Hotel, New Orleans
Credit Awarded:	CEU
Audio-visual:	Over-head Projector
Publicity:	Flyer, News Release, Public Service Announcement
Coordination:	Office of Continuing Education, Our Lady of Holy Cross College, 4123 Woodland Drive, New Orleans, LA 70114
Contact:	Dr. Rawlein G. Soberano at the above address

Maryland, which is a pinneer in continuing education, is still making a significant contribution in adult education. In a study recently released, it was shown that the state's 54 public and private colleges and universities provided more than 8,300 non-credit offerings to about 225,000 adults between July, 1978 and June, 1979. Its 17 community colleges had the highest non-credit enrollment, largely in "business, health care and education" courses. This study did not tabulate the number of adults served by non-academic institutions.

However, many traditional academic departments do not possess the expertise or inclination to provide special accomodations and services for adults who combine work with study. Such services might include office hours in the evenings and on weekends and counseling services available after normal working hours. Adults should be able to register at times and locations convenient to them. Moreover, flexible class schedules should respond to the unique needs of shift workers. Even such mundane things as food service and access to the library must be taken into consideration.

2. Vocational-Technical Schools

What about job training? Why get a skill? The answer is simple. A skill allows one to survive in a highly competitive social structure. It provides personal confidance, good working habits, employability, independence and a base for learning new skills. The residents of a state can generally obtain a skill at a community college or a proprietary school.

Proprietary school started in the 1880's. They are here to sell a product--training. They provide a service--job placement. The basis of school training is the performance contract that is signed by both the student and the school. Training is provided for a fee and promise to abide by the school rules. The reputation of the school is responsible for attracting new recruits. Students look at each other on the basis of performance, not sex or race.

There are two major reasons why community colleges are not the place to acquire a skill: 1) They are not set up for skill training. Approximately 1/4 of the student body are enrolled in occupational programs. The rest attend to basic courses in the hope of moving to 4-year institutions, which in turn affects the vocational programs they offer. 2) Instructors may have more impressive academic credentials than work experience.

A. Comparison between Community Colleges and Proprietary Schools

The best way to understand the nature and functions of both schools is through a comparative approach:

Community Colleges	Proprietary Schhols
-Mission: to provide collegiate education for everyone in their own hometown	-Mission: to provide intensive job-oriented training
-open, passive admissions; non-selective	-sales approach to admissions
-faculty centered	-student centered
-student commuting; hometown distractions	-possibility of residence away from home
-large enrollments, averaging in thousands	-small enrollemnts, averaging in hundreds
-small vocational programs, few graduates	-sufficient graduates to attract employers
-major problem with student morale	-major problems with student financial assistance

Community Colleges	Proprietary Schools
-skill training combined with general studies	-intensive skill training
-survival dependent on political process (taxes)	-survival dependent on reputation in marketplace
-lectures and theory dominate training	-"hands on" training emphasized
-teaching theory (input) emphasized	-results of instruction (output) emphasized
-students with uncertain career goals	-students committed to training and job goals
-three admission dates in school year	-year round, regular admission points
-majority (70%) are two-year programs	-majority (60%) are 4-12 month programs
-instructors tend to be middle-aged; absent longer from a job situation	-mixture of young and older instructors
-instructors have academic credentials	-instructors have credentials for world of work
-faculty protected by tenure and unions	-faculty hired and fired on basis of teaching skill only
-teachers paid more and work less	-teachers work harder and are paid less
-teachers involved in committee work	-teachers have few extra duties
-passive job placement	-active job placement
-20% to 40% of students complete course	-50% to 90% of students complete course
-value free learning environment	-work ethic emphasized; discipline-oriented learning environment
-duplicates atmosphere of middle-class high school	-simulates work environment
-political, bureaucratic constriction inhibit change	-rapid response to students and labor market
-schools have institutional image and identity problems	-schools have problems with public acceptance and own low self-concept
-remedial programs given low status	-remedial programs emphasized; enable schools to accept wider range of students

Community Colleges	Proprietary Schools
-complex college registration process	-uncomplicated procedures and requirements
-revolving door; casual enrollment and dropping out	-contracts bind students and schools together

B. FTC Rules and Regulations

There are about two million adults a year enrolled in about 7,000 proprietary schools offering major categories of vocational training alone--trade and technical, office and secretarial, cosmetology, and courses teaching skills related to the aviation industry. Because of a long history of complaints against trade and vocational schools, the FTC designed rules to end "deceptive advertising claims" by these institutions.

When the rules first appeared in December, 1978, several individual trade schools, the National Home Study Council, the Association of Independent Colleges and Schools, and the National Association of Trade and Technical Schools challenged them.

A federal appeals court in New York, in a 2-to-1 decision struck down the FTC rules designed to regulate admission and advertising practices of proprietary and trade schools because they were "overly broad, were not tied closely to proven trade-school abuses, or would themselves force schools to provide inadequate or misleading information to students."

The dissenting judge, Jon A. Newman, defended the commission in that it has spent "four years investigating and documenting extensive deceptive practices in the field of proprietary vocational and home study schools.... When Congress gives an agency substantive rule-making authority, it accords it a large measure of legislative power."

New rules have now been designed. Effective January 1, 1980, a school offering classroom or correspondence courses must:

a. refund in full tuition payments to students who drop out of a course or program during a 14-day "cooling-off period" after they enroll or sign a contract;

b. give students a prorated refund if they drop out after the first 14 days. The school can keep up to $75 as a registration fee;

c. provide students with information about graduation and drop-out rates;

d. provide students with data about the school's record for placing graduates in jobs and about their earnings.

Much of the criticism has been directed against the requirement "to give pro-rated refunds to students who dropped out of courses at any time after the first 14 days."

C. Proprietary School Offerings

As in the case of adult/vocational offerings, each state has an office which handles proprietary schools. For example, the state of Indiana has a list of private occupational institutions approved by the Indiana Commission for Post-seconadry Proprietary Education, listed alphabetically with the names of the schools, their addresses and phone numbers, as well as the directors. The 26-page list was released February 4, 1980. A sample of this listing reads as follows:

ACME INSTITUTE OF TECHNOLOGY
504 West Calvert
South Bend, IN 46613
David L. Koehler, Director
(219) 233-5792

Courses: Die Design
Electronics Technology
Industrial Math
Mechanical Drawing
Plastic Mold Designing
Tool Design

The state of Kansas has a directory containing a listing of private, business, trade, technical and vocational schools approved by the Kansas State Board of Education to canvass, solicit or contract, pursuant to the Kansas Proprietary School Act, K.S.A. 72-416 et. seq. Schools accredited by national

accrediting commissions are coded as follows:

*Business schools accredited by the Accrediting Commission of the Association of Independent Colleges and Schools

#Trade schools accredited by the Accrediting Commission of the National Association of Trade and Technical Schools

+Home Study schools accredited by the Accrediting Commission of the National Home Study Council

-Engineers Council for Professional Development

For examples, *ADELA HALE BUSINESS CAREER SCHOOL
First & Plum Street
Hutchinson, KA 67501
Adela Hale, Owner & Administrator
(316) 663-4419

D. Research in Vocational/Technical Education

In fiscal year, 1978, the U.S. Office of Education awarded contracts for research in vocational education totaling more than $5.3 million. Among the contracts were projects to investigate vocational education needs of disadvantaged minorities, the handicapped and women. The projects developed instructional materials and showed how resources in vocational education can be used for various groups:

Receiving Agencies	Title of Project	Amount Received
American Institutes for Research, Palo Alto, CA	Field Testing Vocational Education Curriculum Specialist Materials	$162,536
Kirschner Associates, Inc., District of Columbia	Bilingual Vocational Education Instructor Competencies	$198,534
The Network, Andover, MA	Study of Vocational Education Research and Development Systems Utilization of Products	$271,848
Educational Management Services, Inc. Minneapolis	Planning Design for Conducting a National Survey of the Differential Cost of Vocational Education	$130,000

Educational Testing Service, Princeton	Providing Students in Non-Profit Private Schools Access to Publicly Supported Vocational Education Programs	$180,524
Resources Development Institute, Inc., Austin	Test of English Proficiency for Adults of Limited English Speaking Ability	$499,455
Development Associates, Arlington, VA	Development of Criteria and Procedures to Measure the Extent of Implementation and the Effectiveness of Demonstration Projects in Vocational Education	$186,720

V. The Participation of Asian/Pacific Americans in the Various Programs

Participation can be looked at from two aspects: from the viewpoint of the learner and that of the teacher/facilitator. There has been no research done in the past on APA's participation in adult/vocational programs. I contacted the accrediting agencies of 50 states and discovered three things: 1) Many do not collect data or do not know the number or percentage of APA in this area of education; 2) All those which supplied information have less than 3% APA among the participants; 3) Most programs use only English as the medium of instruction. (For more on this, see Appendix E.)

The Indo-Chinese are a special case. Bilingual job-training is badly needed for these most recent arrivals to acquire skills in order to become productive members of the community. Fortunately, they are scattered all over the country, so that not one state's resources will be exhausted to the maximum when attending to their needs, with the ten largest concentrations being found in California (99,554), Texas (29,122), Pennsylvania (12,345), Washington (11, 958), Illinois (10,369), Louisiana (9,259), Oregon (8,575), Virginia (8,545),

Minnesota (8,371), and New York (8,308). Delaware (177) and New Hampshire (199) have the smallest number of Indo-Chinese in their population.

In order to adequately attend to the needs of Asian/Pacific Americans in adult/vocational education, there is an urgent need for people from this ethnic group to go into this field, either in teaching or administration. This can be accomplished in the following manner:

1. Pursuing graduate degrees in adult education from any of the the following institutions of higher education that offer M.A. and PH.D. degrees in Adult Education:

Auburn University
Boston University
Columbia University
Cornell University
Kansas State University
North Carolina State U.
North Texas State U.
Northern Illinois U.
Texas A & M University
University of California, Berkeley
University of Maryland, College Park
Florida State University
George Washington U.
Indiana University
Iowa State University
Ohio State University
Oregon State University
Rutgers University
Temple University
University of Georgia
University of Illinois
University of Iowa
University of Michigan
University of Missouri, Columbia
University of North Carolina, Chapel Hill
University of Oklahoma
University of Southern Mississippi
University of Wisconsin, Madison
Virginia Polytechnic Institute & State University

It is sad to note that of a total of 2,239 doctorates in adult education since two were awarded in 1935, only seven recipients were of Asian/Pacific descent:

Nina Lin Chan (Cornell, 1978)
Allencey H.Y. Yang (U.C. Berkeley, 1965)
Garry S. Oniki (Columbia, 1960)
Denio A. Caul (Wisconsin, 1960)
Flora E. Diaz (Michigan, 1959)
Elwood H. Yang (Columbia, 1945)
Sin Kong Chen (Columbia, 1943)

2. Faculty/administrators can avail themselves of fellowships in adult/

continuing education from institutions, such as Harvard's Institute for the Management of Lifelong Education or the Center for Lifelong Learning, University of Maryland-College Park. Both are offered in the summer.

The National Center in Vocational Education at Ohio State University in Columbus is doing studies in how to make vocational education more responsive to the special needs of minorities, the poor and women. In the area of leadership development, the Center has two programs through which it pumps new ideas into the field. One is the Advanced Study Center, which provides one-year fellowships to gifted students in the field of vocational education. The other is the National Academy for Vocational Education which offers study programs for 4-month periods, and runs institutes, seminars and clinics all over the country for vocational education leaders.

V. Problems, Needs and Recommendations

There are basic problems that Asian/Pacific Americans must first eliminate before any progress can be made in the area of adult/vocational education which involves helping their own ethnic group. These problems are:

1. Lack of representation in national/state boards responsible for making decisions affecting APA groups;

2. Lack of political solidarity or muscle to achieve the first. Before this can be accomplished, the following should be done:

a. termination of petty bickering within the various ethnic groups, e.g. Koreans against Koreans, Filipinos against Filipinos, Vietnamese against Vietnamese over insignificant matters;

b. raising of confidence in our own ethnic group before this can be transferred to other groups;

c. exploitation of the people by one of their own should stop, e.g. Vietnamese salespeople with Vietnamese customers concerning real estate transactions in the New Orleans area;

d. more volunteers who are willing to do the work and not just be counted among the officers of an organization are needed;

e. introduction of proper organizational structure with consideration for other people's time;

f. acceptance of people regardless of who they are and where they came from; "unless we are open in our acceptance of others, we cannot expect this same acceptance shown to us;"

g. division/distinction between "foreign" born and "native" born among APA personnel, especially in higher education, must cease.

3. Lack of bilingual instructors, especially for the new immigrants, e.g. Indochinese. A survey conducted of all the adult vocational programs all over the country shows less than fifteen states offering another language other than English in instruction.

4. Passivity or indifference of APA personnel, especially elected public officials, who can be of great help.

Needs

Based upon the delineation of problems for Asian/Pacific Americans in adult/vocational education, the following are needed to enhance and improve adult/vocational education for this particular ethnic group:

1. Representation in national/state boards responsible for making decisions on adult/vocational programs;

2. Identification of goal(s) in the area of adult/vocational education and how they affect Asian/Pacific Americans (develop long-range goals and a plan to achieve them);

3. Research of the special needs and interests of APAs;

4. Creation of a focal point upon which to converge. Pinpoint a problem filled with urgency for action, e.g. bilingual instruction for those with a limited or no knowledge of English; flexible scheduling at night and on weekends for those who have to work during the day and on weekdays;

5. Sharing of NAAAPE's goals and objectives with other national Asian/Pacific American organizations across the country;

6. Active involvement in civic and public affairs to promote awareness of the Asian/Pacific presence in the community as well as APA's concerns and interests;

7. An honest effort must be made by some APA personnel to go into teaching/administration in adult/vocational programs;

8. Participation in fellowships, such as the Institute for Educational Leadership at George Washington University in Washington, D.C. to learn from first-hand experience how national policy works. The Education Policy Program provides an adult work/learning year to individuals who have demonstrated leadership ability and a concern for improving the educational system;

9. Joint venture with other minority groups, e.g. Blacks and Hispanics, in areas of mutual benefit to the parties concerned.

Recommendations

It is strongly recommended that NAAAPE must:

1. initiate some working relationship with the National Chamber of Commerce to develop linkages between businesses and colleges to further adult/vocational education for the APA as a means of developing human capital investment in the United States;

2. seek more funds from private and public sources for research on adult/vocational education for the APA;

3. seek the enactment of federal legislation to liberalize allowable deductions and provide income tax-reductions for education expenditures—credit, noncredit, continuing, adult and vocational-technical;

4. pressure accrediting and licensing bodies to take into account education policies in adult/vocational education for the APA in their review processes;

5. lobby state and federal agencies to strongly support the position that a well-defined adult/vocational education program for the APA is essential to the achievement of our national goals to curb inflation, increase the productivity of workers and lower unemployment;

6. urge business, industry and labor to seek the development of periodic and paid educational leaves to allow the APA to pursue intensive programs to learn new skills or improve present ones.

REFERENCES

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Glen Atherly, Specialist
Postsecondary Administration
Proprietary Schools
Kansas State Department of Education
Topeka, KA 66612
(913) 296-2361

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Stanley J. Drazek, "Adult Continuing Education Growth: No Time for Complacency," Intellect (August, 1977), pp. 49-51.

William J. Ewbank, Asst. Commissioner
Indiana Commission of Postsecondary Proprietary Education
115 N. Pennsylvania St.
Indianapolis, IN 46204
(317) 232-1320

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C. Hartley Grattan, In Quest of Knowledge (NY: Association Press, 1955), p. 140.

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Malcolm S. Knowles, ed., Handbook of Adult Education in the United States (Chicago, IL: Adult Education Association of the United States, 1960), pp. 3-26.

Elizabeth Koontz, "New Workers," Change (July-August, 1979), p. 35.

John J. Mundt, "Chautauqua: A Tradition for the Future," Change (December-Januray, 1978), p. 24.

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"From Land-Grant Colleges to a Cabinet-Department: 192 Years of Federal Education Legislation," Chronicle of Higher Education (October 9, 1979), p. 13.

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Elizabeth B. Roth, "The Emergence of Vocational Education," American Education (April, 1979), p. 27.

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Rawlein G. Soberano, "American History: Bilingual and Simplified for the Vietnamese Immigrants," Network News Exchange (Society for History Education), Vol. IV, No. 2 (Winter, 1978), pp. 9-11.

_____, "Continuing Education for the New Immigrants," Forum for Continuing Education (July, 1978), pp. 2 & 10.

_____, "Total Financial Planning," Continuing Higher Education (Fall, 1979), p. 19.

_____,et al., Teacher-Training in Indo-Chinese Ethnic Studies, USOE/DHEW, No. 549AH70238 (New Orleans: Our Lady of Holy Cross College, 1978), 48pp.

"Thinking of Returning to School," Glamour (February, 1979), pp. 231-232 & 235.

"Vocational Projects of National Significance," American Education (June, 1979), p. 43.

Western Curriculum Coordination Center
Curriculum Coordination in Vocational & Technical Education
College of Education, University of Hawaii
1776 University Avenue
Honolulu, HI 97822

VII.
APPENDIX A

OFFERINGS IN ADULT/VOCATIONAL EDUCATION

1. Overview of Offerings

The following is an alphabetical listing of courses offered in the field:

Acting
Advertising Art
Air Conditioning/Refrigeration
Aircraft Instrument Technician
Airline Personnel Training/ Aircraft Mechanics
Airplane Pilot
Appliance Repair
Architectural Engineering Technology
Art
Automotive Mechanics
Aviation Maintenance Technician
Barbering/Hair Styling
Blue Print Reading
Body & Fender Repair
Brickmasonry
Broadcasting
Building Maintenance
Business Machine Repair
Camera Service Repair
Camp Instructor
Carpentry
Catering
Commercial Art
Communications
Computer Programming/Technology
Culinary Arts (Chef/Cooking)
Dental Assisting
Dental Lab Technician
Diamond Cutting/Jewelry Design
Dietetics
Diving
Dog Grooming
Drafting
Dramatic Arts
Dress Making and Design
Ecology
Electricity
Electronics (Radi/TV)
Emergency Medical Technician
Engraving
Fashion Design/Illustration/ Merchandising
Flight Training
Food Management
Gemology
Gunsmithing
Heating/Oil Burner Service
Heavy Equipment Mechanics/Operator
Horsemanship
Hotel-Motel Training
Industrial Electronics
Industrial Management
Inhalation Therapy Technician
Instrumentation
Interior Design
Keypunch/Data Processing
Legal Secretarial/Assistant
Lithography
Loss Prevention Security
Meat Cutting
Mechanical Engineering Technology
Medical Assisting
Medical Secretarial
Medical Technician
Metallurgical Technology
Millinery
Motion Pictures
Motorcycle Mechanics
Nurses Aide
Office Machine Repairs
Operating Room Technician
Optometric Assisting
Orthopaedic Technician
Painting/Decorating
PBX Switchboard
Photography
Plumbing
Practical Nursing/Vocational Nursing
Printing
Real Estate
Sanitation
Security
Sewing/Dressmaking/Tailoring
Surveying
Tool and Die
Transportation Management

Truck Driving
Upholstery
Vending Machine Repair
Veterinarian Assisting
Watchmaking and Repair
Welding
X-Ray

APPENDIX B

2. State Accrediting Agencies

The following is a list of accrediting agencies arranged by states:

State Department of Education
Division of Vocational Education
845 State Office Building
Montgomery, AL 36104

Vocational & Adult Education
Department of Education
Pouch "F"
Juneau, AK 99801

Arizona State Board of Private
Technical & Business Schools
1812 West Monroe
Phoenix, AZ 85007

Vocational Standards Section
Department of Education
Arch Ford Building
Little Rock, AR 72201

State Department of Education
217 West First St.
Los Angeles, CA 90012

Proprietary Schools & Veterans
Education
State Board of Community College
& Occupational Education
1525 Sherman St.
Denver, CO 80203

Veterans Education & Services
State Department of Education
P.O. Box 2219
Hartford, CN 06115

Director of Vocational Licensing
Department of Public Instruction
Dover, DE 19901

State Approving Agency for Veterans
Training
1720 S. Gadsden St.
Tallahassee, FL 32304

State Department of Education
312 State Office Building
Atlanta, GA 30334

Accreditation & Private School Licensing
Department of Education
1270 Queen Emma St.
Honolulu, HI 96813

State Approving Agency
Department of Education
State Office Building
Boise, ID 83707

Private Business & Vocational Schools
316 South Second Street
Springfield, IL 62706

Indiana Private School & Accrediting
Commission
ISTA Building, Suite 810
150 West Market St.
Indianapolis, IN 46204

Veterans Education & Training
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Proprietary Schools
State Department of Education
120 East 10th Street
Topeka, KA 66612

Proprietary School Licensing Unit
Bureau of Vocational Education
Department of Education
Frankfort, KY 40601

Proprietary School Commission
State Department of Education
Baton Rouge, LA 70804

Atty. General of Maine
Bureau of Vocational Education
State House
Augusta, ME 04330

Business, Trade & Technical Schools
Baltimore Washington Intl. Airport
P.O. Box 8717
Baltimore, MD 21240

Mass. Association of Private Schools
Hansen Field, Box 426
Lexington, MA 02173

Private Trade School
Department of Education
P.O. Box 420
Lansing, MI 48902

Special Programs & Services
Vocational-Technical Division
Department of Education
St. Paul, MN 55101

Mississippi School & College Registration Commission
P.O. Box 771
Jackson, MS 39205

Veterans Education
State Department of Education
P.O. Box 480
Jefferson City, MO 65101

Veterans Education & Training
Department of Public Instruction
State Capitol Building
233 South 10th Street
Lincoln, NE 68505

Professional Standards Branch
State Department of Education
Carson City, NV 89701

Veterans Educational Services
Department of Education
Division of Postsecondary Education
Concord, NH 03301

Bureau of Area Vocational Technical & Private Schools
Division of Vocational Education
P.O. Box 2019
Trenton, NJ 08625

Governor's Approval Committee for Veterans' Training
State Capitol Building
Santa Fe, NM 87501

Bureau of Occupational School Supervisions
State Education Department
Albany, NY 12224

Veterans Education
Department of Public Instruction
Heart of Raleigh Building
Raleigh, NC 27601

Private Vocational Schools
State Board of Vocational Education
900 East Blvd.
Bismarck, ND 58501

State Approving Agency for Veterans' Training
240 Parson Avenue, Room 207
Columbus, OH 43215

State Accrediting Agency
P.O. Box 53067
Capitol Station
Oklahoma City, OK 73105

Vocational & Private School Licensing
State Department of Education
942 Lancaster Drive
Salem, OR 97310

State Board of Private Trades Schools
P.O. Box 911
Harrisburg, PA 17126

Veterans Education
State Department of Education
Roger Williams Building
Providence, RI 02903

Division of Veterans Education
1429 Senate Street
Columbia, SC 29201

Human Resources Development Division
Department of Public Instruction
State Capitol Building
Pierre, SD 57501

Division of Veterans Education
State Department of Education
111 "E" Cordell Hull Bldg.
Nashville, TN 37219

Proprietary Schools & Veterans
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Educational Field Services
Department of Education
Montpelier, VT 05602

Veterans & Vocational Technical
Affairs
Utah System of Higher Education
1201 University Club Building
Salt Lake City, UT 84111

Proprietary School Service
State Department of Education
P.O. Box 6-Q
Richmond, VA 23216

Veterans Education & Training
Coordinating Council of Occupational
Education
216 Old Capitol Building
Olympia, WA 98504

Veterans Education & Training
Department of Education
1900 Washington Street, East
Charleston, WV 25350

Educational Approval Council
Department of Public Instruction
4802 Sheboygan Avenue
Madison, WI 53702

Licensing & Certification Services
Unit, Veterans Education
Capitol Building, Room 317
Cheyenne, WY 82001

APPENDIX C

APA Personnel

The number of APA personnel in adult/vocational education is embarrasingly small:

Solofua Amosa, Supervisor
Adult Basic Education
Community College of American Samoa
Pago Pago, American Samoa 69799

To'alima Le'iato, Supervisor
Adult Basic Education-Eastern District
Fagatogo
Pago Pago, American Samoa 96799

Aumavae Pemasa (Electricity Education)
Le'iato Wilson, Jr. (Auto Mechanic)
Sagapolu Livigisitone (Carpentry)
Herberto Rosario (Business Machine Maintenance)
Tu'ua Tu'ua, Jr. (Welding)
Tuli Vivao (Electronics)

TAFUNA SKILL CENTER
Vocational Education Department
c/o Department of Education
Government of American Samoa
Pago Pago, American Samoa 96799

Taulia Immu (Home Economics Specialist)
Hong Mulroy (Business Education Specialist)
Department of Education
Pago Pago, American Samoa 96799

Thomas G. Hatakeyama
Vo-Tech Ed Specialist
Agricultural Education
Department of Education
Honolulu, HI 96813

May Ling Tong
Chinese Economic Development Council (CEDC)
20 Hudson Street
Boston, MA 0211

Areas of specialization:
Restaurant Industry

Xiangxiang Cheung
China Institute in America, Inc.,
125 East 65th Street
New York, NY 10021

Areas of specialization:
Restaurant Industry

Po S- Yuen, Ph.D.
70 Mulberry St., 4th Floor
New York, NY 10013

Areas of specialization:
Basic Office Practice
Keypunch Operation
Bookkeeping
ESL

John B. Tsu, Ph.D.
University of San Francisco
2130 Fulton St.
San Francisco, CA 94117

Areas of specialization:
Accounting & Banking
General Health &
Technology

Rawlein G. Soberano, Ph.D.
Director of Continuing Education
Our Lady of Holy Cross College
4123 Woodland Drive
New Orleans, LA 70114

Areas of specialization:
Adult/Continuing Education
(credit-noncredit)
Cooperative Ed.
Civic Ed for immigrants
Teacher-training in Indo-
Chinese Studies

Non-APA Personnel who can serve as resource personnel for the adult/ vocational education of Asian/Pacific Americans:

Terry A. Whitbeck, Program Manager
Career & Vocational Education
Department of Education, Pouch "F"
Juneau, AK 99811

Abel S. Benavides, Coordinator
Occ. Spnds. Programs
Wyoming Department of Education
Hathaway Building
Cheyenne, WY 82002

John Moesel
The State Education Department
99 Washington Ave.
Albany, NY 12230

R.D. Balthaser, Asst. Director
Research & Survey
Room 904, ODB
65 S. Front Street
Columbus, OH 43215

Gene Alan Sayler, Coordinator
Management Information Systems
N.D. State Board for Vocational Education
900 East Blvd. Avenue
Bismarck, ND 58505

C.A. Pope, Staff Spec. III-Mis.
MSDE/DVTE
P.O. Box 8717 - BWI Airport
Baltimore, MD 21240

Ann S. Wilson, Ph.D., Asst. Director
Division of Vocational Education
State Office Building
Montgomery, AL 36130

Marge Harouf
Program Administrator for Vocational Education
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509

Jeanne M. Gardner, Ph.D., Planning Specialist
Bureau of Vocational-Technical Education
Department of Education
Providence, RI 02908

John L. Kauffman, Coordinator
Adult/VO-Tech Education
Education Building
Little Rock, AR 72201

Dee Hilder, RCU Director
TN Department of Education
220 Cordell Hull Building
Nashville, TN 37219

Philip Medgard, Supervisor
Vo-Tech Institute
Division of Vocational-Technical &
Adult Education
Old Capitol Building, MS FG-11
Olympia, WA 98504

Lea Goodwine
Emily Griffith Opportunity School
1250 Welton Street
Denver, CO 80204

APPENDIX D

Federal Government

For specific offerings and information, contact:

Bureau of Occupational and Adult Education
Division of Adult Education Programs
U.S. Office of Education
Washington, D.C. 20202

Programs: 1. Adult Education Program for Adult Immigrants - To provide basic education programs for out-of-school adults age 16 and over, up to 12th grade competency. State and local education agencies, public and private nonprofit organizations may apply. Requests for proposals appear in the Commerce Business Daily.

2. Emergency Adult Education Program for Indochinese Refugees - To provide basic education programs for out-of-school Indochinese refugee adults age 16 and over, up to 12th grade competency. State and local education agencies may apply.

Bureau of Occupational & Adult Education
Division of Research & Demonstration
U.S. Office of Education
Washington, D.C. 20202

Programs: 1. Bilingual Vocational Instructional Materials, Methods and Techniques. To develop instructional materials and encourage research programs and demonstrationprojects to meet the shortage of such instructional materials available for bilingual vocational training programs. Requests for proposals appear in the CBD.

2. Bilingual Vocational Training - To assist in conducting bilingual vocational training programs so that they are available to persons of limited English speaking ability. State and local education agencies, postsecondary schools, public and private nonprofit organizations and vocational training schools may apply.

3. Vocational Education-Program Improvement Project - To provide support for: a) a National Center for Research in Vocational Education, and b) projects for research, curriculum development, and demonstration in vocational education. Public and private nonprofit organizations may apply. Requests for proposals appear in the CDB.

Bureau of School Improvement
Community Education Program
U.S. Office of Education
Washington, D.C. 20202

Community Education Programs - To provide grants for projects and training to plan, establish, expand, and maintain community education programs. State and local education agencies, postsecondary schools, public and private nonprofit organizations may apply.

Bureau of Occupational and Adult Education
Division of State Program Operations
U.S. Office of Education
Washington, D.C. 20202

Consumer and Homemaking Education - To help states conduct training programs for male and female youth and adults in consumer and homemaking education, especially in economically depressed or high unemployment areas. Local education agencies may apply.

Bureau of Occupational & Adult Education
Division of Vocational & Technical Education
U.S. Office of Education
Washington, D.C. 20202

Vocational Programs for Persons with Special Needs-State Grant Programs. To provide vocational education programs for disadvantaged persons in areas with high concentration of youth unemployment and school drop outs. Local education agencies, postsecondary institutions, public and private nonprofit organizations must apply to state education agencies.

Bureau of Occupational & Adult Education
Division of State Vocational Programs
U.S. Office of Education
Washington, D.C. 20202

Vocational Education-Program Improvement and Supportive Services. To assist the state in improving programs of vocational education by supporting research, curriculum development, exemplary projects, personnel development, sex equity and guidance. Individuals and organizations must apply to state vocational education agencies.

For general program and information, write:

National Advisory Council on Adult Education
425 13th Street, N.W.
Pennsylvania Building, Suite 323
Washington, D.C. 20004

Division of Adult Education
U.S. Office of Education
400 Maryland Avenue
Washington, D.C. 20202

Ethnic Heritage Studies
Citizen Education for Cultural Understanding Program
Basic Skills Program Office
U.S. Office of Education
Washington, D.C. 20202

U.S. Commission on Civil Rights
1121 Vermont Avenue, N.W.
Washington, D.C. 20425

Guide for the Preparation of Proposals for the
Prefreshmen and Cooperative Education for
Minorities in Engineering (Preface) Programs
Department of Energy
Washington, D.C. 20545

APPENDIX E

Asian/Pacific Americans in Adult/Vocational Programs

States	Number/Percentage of APA in Adult/Vocational Programs	Language(s) Used in Instruction
Indiana	Not Available	English
Kansas	NA	E
Louisiana	NA	E
Vermont	NA	E/Spanish
Illinois	NA	E
Tennessee	NA	E (interpretation services avail.)
Oklahoma	NA	E

States	Number/Percentage of APA in Adult/Vocational Programs	Language(s) Used in Instruction
Kentucky	NA	E
Maine	0	E
New Hampshire	NA (less than 1/10 of 1% of state population is Asian)	E/French/Greek
Wyoming	10	E/Vietnamese
Maryland	1% (940 out of 93,441)	E
Rhode Island	217 SE Asians in ESL classes= 66% of newly arrived immigrants from Southeast Asia	E/V
New York	2,115	E
Iowa	276	E
Arkansas	12	E
Ohio	212	E/S/V
North Dakota	40 (.11 of 1%)	E
Washington	409	E
Montana	1% or less	E
Texas	.7%	E/S/V
New Mexico	44 male & 37 female out of 23,727	E
Massachussetts	5	E
Alaska	.006% (265 out of 42,800)	E
Nebraska	111 (.3%)	E
Georgia	304	E/S
Utah	2.63% graduated in 1978-79 school year	E
Hawaii	11,400	E
Alabama	111 (52 male & 59 female)	E
Michigan	.6%	E

It is safe to assume that the twenty other states that failed to respond to the questionnaire (Arizona, California, Colorado, Connecticut, Delaware,

Florida, Idaho, Minnesota, Mississippi, Missouri, Nevada, New Jersey, North Carolina, Oregon, Pennsylvania, South Carolina, South Dakota, Virginia, West Virginia and Wisconsin) did not have the information available, and are using only English as the medium of instruction

APPENDIX F

Chinese Chef's Training Program (Abstract of funded proposal, $278,012)

The Chinese Economic Development Council's Division of Community Services is proposing herein a Chinese Chef's Training Program for the Chinese-American community of Boston. This training program is designed to address the mutual needs of the local Chinese restauranteurs (who employ 75% of our male labor force) and our disadvantaged community members. Our grant request is for a total of $323,241 which includes stipends for the 48 trainees.

The 500 Chinese restaurants in New England need trained chefs for their operations. There is currently no means of training professionals. Learning on the job only gives rudimentary skills. At the same time, most of the restaurant's labor force comes from our immigrant population who have additional problems due to language and cultural barriers. Thus, lack of professional training in management and cooking skills in addition to insufficient English skills forces the kitchen worker to remain in the lower gradations of the kitchen staff.

The CEDC proposes to train 48 chefs in a 12 month period (24 trainees per six month cycyle) in all areas of Chinese cuisine (Szechwan, Cantonese, Mandarin, Polynesian, and baked goods) and kitchen management. The six month course will include orientation, kitchen and course preparation, cooking and range work, related courses, and practice. These classes will be conducted five days a week, six hours per day and will also be "coupled" with an on-the-job training program. In addition, an intensive ESL class curriculum will emphasize vocabulary and concepts from the restaurant environment.

An evaluation process will be developed during the course of the program. We will collect and evaluate all the statistical data as well as perform cost-benefit analysis, and trend-line analysis. The evaluation will serve to assist in developing the curriculum as well as to rate the performance and progress of staff and students.

The local restaurant owners are very enthused with our program and are looking toward having our graduates work in their restaurants. Our trained chefs will increase the quality and performance of all the other staff in a restaurant. The program will give some of our disadvantaged community members opportunities for upward mobility.

Grant Period: 8/3079 to 8/29/80

Chinatown Manpower Project, Inc. (Abstract of funded proposal, $238,070)

Chinatown Manpower Project (CMP) is a non-profit, tax exempt corporation, organized to provide community services which include vocational training, counseling, and placement. Our original training program offered courses in Basic Office Practice, Keypunch Operation, Bookkeeping, and English as a Second Language. In response to an overwhelming need in the community for some form of advanced training, a Chinese/English Bilingual Para-Professional Training Program was added. This unique and innovative program began in September 1975 and provides para-accounting training to recent immigrants who have a higher level of education but lack enough English speaking ability and skills that are needed to find jobs in the United States.

The project's objectives are three-fold. First, the type of more sophisticated training offered here will enhance the overall development of the better-educated trainee with limited English speaking ability; second, it will equip him with the necessary English language skills and job preparation which he desperately needs; and third, it is a means to develop further the Bilingual para-professional and training program in the aspects of curriculum materials.

Applicants for the para-accounting program are carefully screened, tested, and assessed by a panel of interviewers which consists of a para-accounting instructor, an ESL instructor and a counselor. Trainee accepted into the training program will receive a very intensive training course for a period of 24 weeks on a full time basis. He will receive 2 hours of para-accounting instruction, 2 hours of ESL, 1 hour of typing, 1 hour of basic office procedures and 1 hour bicultural studies or vocational guidance counseling each day. During the early part of the training, the trainee will be required to take a pretest (in ESL and para-accounting) to find out how much he knows. Before placement period begins, he will take the same tests to determine how much he has learned.

Although it is our policy to encourage our trainees to use English as much as possible, we recognize the need for bilingual instructions in the classroom. All the staff for this program are bilingual speaking, and they are actively engaged not only in research and development of bilingual ESL materials and bilingual glossary of accounting terms, but also in the fields of bicultural studies and job-oriented group counseling. The ESL instructor and the Bicultural Studies instructor are writing textx for their respective courses. As far as we know, these are to be the first texts of their kind. CMP intends to make these and other materials available to other bilingual vocational/ para-professional program after they have been compiled.

The training at CMP has been very successful in the past and it will continue to benefit the new immigrants in the future.

Grant Period: 8/30/79 to 8/29/80

VBITP University of San Francisco (Abstract of funded proposal, $371,419)

The Bilingual Vocational Instructor Training program of the University of San Francisco is providing in-service training to 30 Chinese-speaking and 30 Spanish-speaking vocational teachers and counselors in accounting and banking, general health and technology. The goal of this program is to meet the critical shortage of vocational instructors possessing both job knowledge and skills and the dual language capabilities necessary for instruction or counseling of persons with limited English-speaking ability.

The program seeks to produce more effective vocational teachers and counselors by providing participants with 1) theories and methodologies for imparting bilingual vocational education, 2) skills in teaching particular vocational subjects, and 3) methods of teaching vocational ESL. It is also aimed at raising the level of language skills, both in the target languages of Spanish and Chinese and in English. To this end, the Bilingual Vocational Instructor Training Program includes formal training in the theory and practice of vocational education: bilingual teaching methodology; job counseling and guidance; the teaching of vocational skills; English as a second language methodology; a field practicum; intensive language training in Chinese, Spanish, or English for practical application in bilingual vocational teaching situations. Comprising 33 semester credits, the program is a one year course which meets from 4 p.m. to 8 p.m. on Tuesdays and Thursdays, and from 9 a.m. to 12 noon and 1 p.m. to 4 p.m. on Saturdays during the fall and spring semesters. It also includes supervised practicums at the job site during the inetrsession. Full tuition coverage and a weekly stipend of $30 are granted to selected participants.

With the careful selection of participants in the program, maximum results are expected. Those selected for the program have a commitment to the vocational training of adults, adequate command of English, and are presently employed at an adult skills/vocational center or a community college as instructors in vocational areas, counselors, or as teachers of English as a second language. The full scholarship and stipend made available through the U.S.O.E. Bureau of Vocational Education, and the schedule, which accomodates working professionals, have assured access to the program of the highest qualified applicants, without regard to working hours or financial need.

The Bilingual Vocational Instructor Training Program at the University of San Francisco under the directorship of Dr. John Tsu, with the assistance of Dr. Eugene Long as the assistant director and Dr. Dorothy Messerschmitt as the Vocational ESL Professor, is staffed by the experienced instructional and administrative team of the Bilingual/Multicultural Program in the School of Education, as well as by specialists employed specifically for the project, meets a critical need in the San Francisco Bay Area for trained vocational instructors capable of dealing with bilingual student populations. This project has the resources, the staff, and the expertise to make the program a model of its kind in the nation.

Grant Period: 7/1/79 to 8/31/80

Bilingual Vocational Instructional Aide Training Program (Abstract of funded proposal, $179,600)

The Bilingual Vocational Instructional Aide Training Program will train and provide on-the-job experience for 20 Indochinese aide-trainees who have a dual language capability and a vocational skill.

They will learn how to provide a link between regular vocational instruction and the students' special need, to emphasize correct use of English vocabulary and construction, to increase familiarity with vocational terminology as well as shop slang, to cooperate with the instructional team and to maintain an accurate interpretation of lessons to the satisfaction of the vocational instructor.

Training will consist of three components: pre-service, on-the-job training and in-service classes. Pre-service classes will begin in September, 1979 and the on-the-job and in-service phase will run from October through June, 1980. Aide-trainees will receive classroom instruction from English as a second language instructors and from regular vocational instructors and will practice their skills helping other Indochinese students in the vocational classes and shops.

Grant Period: 7/1/79 to 6/30/80

FACT–FILE

Sex and Ethnic Background of Recipients of Bachelor's Degrees from Private Colleges

Number of Institutions	Am. Indian Alaskan Native		Black Non-Hispanic		Asian or Pac. Islander		Hispanic		Total Minority		Non-resident Alien		White Non-hispanic		Total	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Alabama (15)	1	3	690	492	1	3	2	7	694	505	16	41	625	728	1,335	1,274
Alaska (1)	5	0	1	0	0	0	0	0	6	0	0	1	40	22	46	23
Arizona (3)	0	1	2	7	0	3	3	6	5	17	0	1	69	232	74	250
Arkansas (9)	0	0	110	63	1	0	0	0	111	63	1	8	618	712	730	783
California (83)	31	35	484	541	331	562	335	542	1,181	1,680	295	764	6,088	8,516	7,564	10,960
Colorado (10)	4	3	28	21	9	15	21	24	62	63	4	18	936	1,014	1,002	1,095
Connecticut (17)	2	1	146	148	21	37	21	38	190	224	27	53	2,355	3,389	2,572	3,666
Delaware (1)	0	0	4	13	0	0	0	2	4	15	2	7	23	94	29	116
Dist. of Col. (12)	10	3	580	452	24	27	29	53	643	535	207	451	2,018	2,439	2,858	3,425
Florida (31)	3	9	278	209	11	26	312	222	704	526	50	165	1,905	3,811	2,659	4,502
Georgia (22)	9	4	608	397	5	3	6	11	628	415	7	9	1,382	1,213	2,017	1,637
Hawaii (3)	0	0	2	12	14	55	11	18	27	85	2	4	46	218	75	307
Idaho (2)	0	0	1	2	3	5	6	0	10	7	2	2	114	138	126	147
Illinois (62)	5	16	718	499	102	142	112	157	937	816	92	265	6,695	7,686	7,724	8,767
Indiana (31)	0	1	70	100	10	16	15	39	95	156	17	74	3,043	4,571	3,155	4,801
Iowa (28)	3	3	77	94	6	13	14	8	100	118	25	53	2,815	2,876	2,940	3,047
Kansas (18)	3	5	54	49	2	0	12	13	71	67	15	39	826	879	912	985
Kentucky (18)	0	0	45	43	0	4	3	4	48	51	13	20	1,102	1,184	1,163	1,255
Louisiana (9)	1	4	272	199	3	10	22	29	298	242	3	18	853	1,150	1,154	1,410
Maine (13)	0	0	12	16	4	2	1	10	17	28	5	17	605	1,037	627	1,082
Maryland (18)	2	1	52	41	7	22	11	8	72	72	28	15	1,334	1,548	1,434	1,635
Massachusetts (54)	8	9	588	461	109	146	90	142	795	758	180	443	9,770	11,635	10,745	12,837
Michigan (36)	8	11	310	254	23	27	24	35	365	327	54	160	2,307	3,721	2,726	4,208
Minnesota (22)	2	7	61	55	11	10	26	25	100	97	37	43	2,842	2,570	2,979	2,710
Mississippi (11)	5	10	219	112	2	3	2	3	228	128	3	8	488	538	719	674
Missouri (35)	6	5	239	293	6	24	33	27	284	349	24	57	3,108	3,900	3,416	4,306
Montana (3)	10	5	1	4	1	0	0	1	12	10	1	2	147	203	160	215
Nebraska (12)	1	0	23	27	3	4	5	7	32	38	8	20	889	894	929	952
Nevada (1)	0	0	0	0	0	0	0	0	0	0	2	0	19	11	21	11
New Hampshire (11)	3	3	28	55	2	10	3	12	36	80	0	4	809	1,495	845	1,579
New Jersey (23)	3	5	202	210	36	49	106	103	347	367	34	102	3,101	4,405	3,482	4,874
New Mexico (3)	7	2	4	21	0	1	45	106	56	130	0	4	98	219	154	353
New York (97)	28	27	1,225	945	236	331	403	513	1,892	1,816	377	905	16,479	20,692	18,748	23,413
North Carolina (30)	3	3	730	521	7	10	12	6	752	540	12	62	3,040	3,531	3,804	4,133
North Dakota (3)	3	2	0	1	1	0	1	1	5	4	0	1	169	100	174	105
Ohio (55)	12	10	492	481	33	44	26	40	563	575	48	95	5,733	6,672	6,344	7,342
Oklahoma (11)	13	22	45	47	10	3	6	17	74	95	17	96	1,022	1,281	1,113	1,472
Oregon (15)	6	5	21	32	33	25	0	8	60	70	15	31	784	968	859	1,069
Pennsylvania (86)	10	9	365	355	47	54	109	123	531	541	67	192	10,000	14,661	10,598	15,394
Rhode Island (10)	2	1	63	67	4	13	1	6	70	87	18	27	1,260	2,199	1,348	2,313
South Carolina (17)	1	0	412	320	4	1	6	11	423	332	3	17	1,054	1,079	1,480	1,428
South Dakota (8)	1	3	4	7	2	0	2	1	9	11	2	15	444	427	455	453
Tennessee (35)	0	1	437	294	9	9	3	25	449	329	25	57	2,229	2,621	2,703	3,007
Texas (43)	2	9	475	492	19	27	388	363	884	891	24	101	4,519	5,514	5,427	6,506
Utah (3)	28	14	3	4	24	28	5	5	60	51	74	91	1,563	1,903	1,697	2,045
Vermont (12)	0	1	20	16	4	2	5	10	29	29	4	11	867	948	900	986
Virginia (23)	1	1	567	296	4	2	11	10	583	309	11	13	1,772	1,909	2,366	2,231
Washington (13)	6	13	54	56	42	58	3	14	105	141	56	66	1,593	1,808	1,754	2,015
West Virginia (8)	1	2	13	15	3	3	1	9	18	29	1	14	675	766	694	809
Wisconsin (23)	4	4	59	56	11	13	9	11	83	84	14	41	2,077	2,077	2,174	2,202
Total (1,109)	253	275	10,994	8,955	1,240	1,848	2,261	2,825	14,748	13,903	1,922	4,703	112,350	142,203	129,020	160,809

Note: Data are from 1975-76

SOURCE: U.S. OFFICE FOR CIVIL RIGHTS

Source: Chronicle of Higher Education (February 25, 1980), p. 10.

APPENDIX H

FACT–FILE

Race, Ethnicity, and Sex of Recipients of Bachelor's Degrees from Public Colleges

Number of Institutions	Am. Indian - Alaskan Native		Black Non-Hispanic		Asian or Pac. Islander		Hispanic		Total Minority		Non-resident Alien		White Non-Hispanic		Total	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Alabama (15)	3	1	904	487	2	10	6	10	915	508	13	96	4,662	5,989	5,590	6,593
Alaska (2)	12	13	3	3	2	1	1	1	18	18	0	0	179	191	197	209
Arizona (3)	65	62	45	57	38	61	204	246	352	426	25	60	3,655	4,388	4,032	4,874
Arkansas (10)	3	10	324	282	6	2	3	6	336	300	4	8	2,175	2,623	2,515	2,931
California (30)	272	391	1,399	1,397	2,067	2,350	1,238	1,888	4,976	6,026	687	1,254	23,157	28,909	28,820	36,189
Colorado (13)	22	31	100	125	65	54	230	317	417	527	17	68	5,025	6,025	5,459	6,620
Connecticut (5)	1	2	91	72	3	8	26	38	121	120	19	16	3,817	3,297	3,957	3,433
Delaware (2)	1	0	113	92	2	0	9	8	125	100	7	14	1,267	1,150	1,399	1,264
Dist. of Columbia (3)	1	1	335	222	2	6	2	2	340	231	25	77	14	9	379	317
Florida (9)	31	37	775	537	28	44	298	427	1,132	1,045	43	112	7,933	10,114	9,108	11,271
Georgia (17)	9	8	779	526	18	21	13	22	819	577	14	48	5,015	6,664	5,848	7,289
Idaho (4)	1	1	3	9	4	17	12	15	20	42	2	25	965	1,520	987	1,587
Illinois (13)	33	28	1,234	789	109	111	112	161	1,488	1,087	87	258	11,493	13,699	13,068	15,044
Indiana (13)	22	28	282	251	26	30	55	69	385	378	47	85	6,907	8,310	7,339	8,773
Iowa (3)	5	5	32	38	15	15	15	12	67	70	11	55	3,198	4,035	3,276	4,160
Kansas (8)	41	111	75	86	21	22	27	42	164	261	28	88	4,044	5,116	4,236	5,465
Kentucky (8)	9	13	224	203	8	18	7	12	248	246	21	62	4,035	4,789	4,304	5,097
Louisiana (14)	8	16	1,987	1,339	9	35	21	59	2,025	1,449	37	197	4,405	5,292	6,467	6,938
Maine (6)	2	3	0	1	3	3	1	4	6	11	11	35	1,420	1,524	1,437	1,570
Maryland (13)	28	43	1,037	615	37	47	28	45	1,130	750	60	187	4,850	6,084	6,040	7,021
Massachusetts (14)	12	23	138	115	25	51	30	29	205	218	32	85	6,728	6,609	6,965	6,912
Michigan (15)	24	38	1,072	784	63	91	98	132	1,257	1,045	136	317	12,140	15,197	15,533	16,559
Minnesota (10)	45	21	36	69	48	98	9	16	138	204	57	152	5,188	6,835	5,383	7,191
Mississippi (9)	5	6	1,057	717	11	25	2	8	1,075	756	11	29	2,646	3,151	3,732	3,935
Missouri (13)	19	20	269	234	18	37	16	18	322	309	46	112	5,570	7,369	5,938	7,790
Montana (6)	26	14	1	8	2	5	1	0	30	27	2	8	1,442	1,958	1,474	1,993
Nebraska (7)	6	9	58	112	12	28	14	27	90	176	3	10	2,358	3,226	2,451	3,412
Nevada (2)	1	3	19	24	4	6	6	12	30	45	12	20	554	797	596	862
New Hampshire (3)	2	3	3	8	4	2	1	1	10	14	0	10	1,456	1,340	1,466	1,364
New Jersey (13)	51	35	815	576	77	94	252	199	1,195	904	2	23	7,776	7,556	8,973	8,483
New Mexico (6)	61	43	27	59	20	33	428	515	536	650	3	34	1,437	1,879	1,976	2,563
New York (37)	56	40	2,023	1,329	292	318	549	618	2,920	2,305	208	405	18,871	18,285	21,999	20,995
North Carolina (16)	46	43	1,502	1,133	13	29	9	18	1,570	1,223	13	46	5,848	6,773	7,431	8,042
North Dakota (6)	15	18	1	6	3	16	2	6	21	46	11	19	1,396	1,769	1,428	1,834
Ohio (12)	16	39	811	681	44	55	41	31	912	806	86	259	12,013	15,210	13,011	16,275
Oklahoma (13)	144	130	285	233	10	33	11	27	450	423	26	211	4,012	5,621	4,488	6,255
Oregon (8)	18	34	24	37	59	115	29	34	130	220	61	168	3,396	4,552	3,587	4,940
Pennsylvania (21)	18	28	834	635	70	101	136	169	1,058	933	30	76	12,959	13,523	14,047	13,532
Rhode Island (2)	2	1	28	17	5	6	5	10	40	34	1	27	1,543	1,189	1,584	1,250
South Carolina (11)	2	3	453	290	2	10	6	8	463	311	12	36	3,006	3,785	3,481	4,132
South Dakota (7)	20	13	2	2	1	2	2	2	25	19	0	21	1,143	1,579	1,168	1,619
Tennessee (11)	3	6	608	455	13	36	11	13	635	510	18	82	4,694	6,158	5,347	6,750
Texas (32)	77	147	1,293	950	111	115	1,435	1,776	2,916	2,988	144	816	14,670	17,972	17,730	21,776
Utah (4)	7	14	13	22	32	27	43	112	95	175	22	81	1,555	3,039	1,672	3,295
Vermont (4)	0	1	10	13	0	0	4	8	14	22	5	8	1,198	997	1,217	1,027
Virginia (15)	12	9	995	643	34	32	20	35	1,061	719	14	45	6,837	6,796	7,912	7,560
Washington (6)	47	66	122	138	158	197	29	37	356	438	47	154	5,273	6,855	5,676	7,447
West Virginia (10)	1	6	122	146	9	14	2	6	134	172	15	49	2,553	3,408	2,702	3,629
Wisconsin (13)	19	20	129	108	27	36	29	89	204	253	32	114	7,583	8,599	7,819	8,966
Wyoming (1)	5	6	2	4	3	3	4	8	14	19	2	16	506	724	522	759
Total (520)	1,329	1,641	22,494	16,679	3,635	4,470	5,532	7,348	32,990	30,136	2,209	6,178	254,567	302,479	289,766	338,793

Note: Data are from 1975-76

SOURCE: U.S. OFFICE FOR CIVIL RIGHTS

Source: Chronicle of Higher Education (February 19, 1980), p. 8.

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Guide for Occupational Exploration (Superintendent of Documents, U.S. Govt. Printing Office, Washington, D.C. 20402; 715 pages; $11). A guide to thousands of occupations, organizaed by interest and job title for vocational counselors and job seekers.

Morgan Lewis et al., Attitudes Toward Vocational Education and the Relationship between Family Income and Participation in Vocational Course (National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210; 25 pages; free). Analyzes attitudes held by the general public and school board members toward vocational education. Public opinion surveys provide information on family income and educational history.

Donald P. Garner, ed. The Career Educator: The Adult Learner, The World at Work, and Career Education (Kendall/Hart Publishing Co., 2460 Kerper Blvd., Dubuque, IA 53001; 237 pages; $7.95). Has 18 chapters on adult education and work-related topics, including the impact of social factors on career development of women, prison education, the attitudes of poor blacks toward work, and the role of business, industry and labor in adult career education.

Chester Klevins, ed., Materials and Methods in Continuing Education (Klevins Publications, P.O. Box 143, Canoga Park, CA 91305; 408 pages; $8.45). A resoruce book with about 45 articles on program and curriculum development, the teaching-learning process, and staff development for continuing education.

Beverly Schwartz, Community Education Bibliography (National Multimedia Center for Adult Education, Department of Continuing Education, Montclair State College, Upper Montclair, NJ 07043; 112 pages; $8). Over 400 abstracts on community-education programs at the two-year college level.

Herbert Potell, How to Prepare for the New High School Equivalency (GED): The Writing Skills Test (Barron's, 113 Crossways Park Drive, Woodbury, NY 11797; 319 pages; $5.95). Practice materials and sample tests for spelling, punctuation, grammar, sentence structure, and organization of material.

Richard N. Diggs, Keeping Students from Dropping Out of Postsecondary Occupational Education: Practical Guideline and Tested Proposals (Work Force Publications, 460 N. Main St., Oshkosh, WI 54901; 203 pages; $15). A handbook for administrators of proprietary schools on reducing student attrition.

Curtis R. Finch and John R. Crunkilton, Curriculum Development in Vocational and Technical Education: Planning, Content and Implementation (Allyn & Bacon, 470 Atlantic Avenue., Boston, MA 02210; 306 pages; $14.95). Strategies for faculty members, administrators, and educational directors in industry for designing, implementing and evaluating work-related curricula.

Barbara G. Schonborn & Mary L. O'Neil, Sex Equality in Vocational Education: A Chance for Educators to Expand Opportunities for Students (Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94123; 33 pages; $3.50). Assesses the problems created by sex discrimination and the laws and activities that can help to eliminate it.

Wayne Blaze and John Nero, College Degrees for Adults: A Comprehensive Guide to Over 120 Programs Featuring Options for Self-Directed Learning, Credit for Learning through Life Experience, and Off-Campus Learning (Beacon Press, 25 Beacon St., Boston, MA 02108; 140 pages; $5.95 paper).

James T. Parker and Paul G. Taylor, eds., The CB Reader: A Guide to Understanding the Competency-Based Adult Education Movement (National Adult Education Clearinghouse, Montclair State College, Center of Adult Continuing Education, Upper Montclair, NJ 07043; 122 pages; $6). A collection of essays on the nature and significance of competency-based education in development of adult education programs.

Evelyn R. Kay, Directory of Postsecondary Schools with Occupational Programs, 1978 (Superintendent of Documents, Government Printing Office, Washington, D.C. 20402; 376 pages; $5.25). Data on public and private non-collegiate postsecondary schools and two- and four-year colleges and universities with occupational programs, arranged alphabetically by state with an index to programs.

Malcolm Knowles, The Adult Learner: A Neglected Species, 2nd ed., (Gulf Publishing Company, P.O. Box 2608, Houston, TX 77001; 244 pages; $10.95). Theories on adult development and the adult learning process, based on research since 1973.

Barry Gale & Linda Gale, The National Career Directory: An Occupational Information Handbook (Arco Publishing Company, 219 Park Avenue South, NY 10003: 240 pages; $5.95). Provides sources of information for more than 2,000 careers, ranging from "abstractor" to "zoologist."

Special Programs for Minorities and Women in Higher Education (Council for Financial Aid to Education, 680 Fifth Avenue, NY 10019; 48 pages; $4). A guide to college and university programs sponsored by corporations and other organizations to train women and minority-group members for careers.

George E. Spear and Donald W. Mocker, Urban Education: A Guide to Information Sources (Gale Research Company, Book Tower, Detroit, MI 48226; 203 pages; $22). Contains a 28-page bibliographical section on urban higher education which includes non-traditional programs, and degrees and programs for urban minorities.

Fontelle Gilbert, 1980 Community, Junior and Technical College (AACJC, One Dupont Circle, Washington, D.C. 20036; 80 pages; $10). Includes information about 1,230 two-year academic and technical institutions.

Directory of Experiential Education Programs (Western College Placement Association, P.O. Box 36010, San Francisco, CA 94102; 55 pages; free, limited number of copies). A guide to on-the-job programs offered by selected industrial corporations, government and non-profit employers, two-year and four-year colleges and technical schools and institutes.

Implementation of Continuing Education in Nursing (National League for Nursing, 10 Columbus Circle, NY 10019; 21 pages; $2.85). Suggests ways to design continuing education programs for nurses and put them into practice at both the regional and state level.